



## Oakview Elementary

515 Godfrey Road  
Simpsonville, SC 29681

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	1,253 Students	
<b>Principal</b>	Dr. Phillip Reavis	864-355-7100
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Dr. Keith Ray	864-288-0476

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Excellent</b>	<b>Excellent*</b>
2007	Excellent	Good
2006	Excellent	Good
2005	Excellent	Excellent
2004	Excellent	Good

\* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

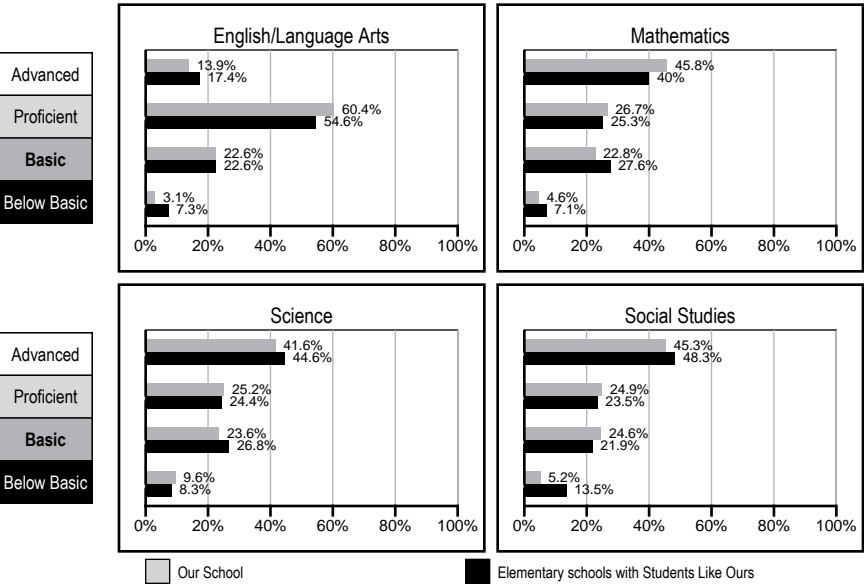
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 92.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
9	3	0	1	0

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=1,253)</b>				
First graders who attended full-day kindergarten	98.3%	Up from 98.1%	100.0%	100.0%
Retention rate	1.7%	Up from 1.2%	0.4%	2.3%
Attendance rate	97.2%	Up from 97.1%	97.2%	96.3%
Eligible for gifted and talented	41.4%	Up from 39.0%	33.4%	10.4%
With disabilities other than speech	4.3%	Down from 4.4%	3.9%	7.5%
Older than usual for grade	0.2%	Up from 0.1%	0.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n=69)</b>				
Teachers with advanced degrees	59.4%	Up from 58.2%	59.4%	56.7%
Continuing contract teachers	78.3%	Down from 83.6%	84.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.7%	Down from 89.4%	87.4%	86.4%
Teacher attendance rate	94.6%	Down from 96.2%	94.6%	94.9%
Average teacher salary	\$45,709	Up 0.5%	\$48,085	\$45,345
Professional development days/teacher	10.1 days	Up from 9.9 days	10.0 days	12.6 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	6.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Down from 23.2 to 1	19.8 to 1	18.5 to 1
Prime instructional time	90.9%	Down from 92.3%	90.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.0%	Down from 99.2%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,002	Up 6.7%	\$7,159	\$7,052
Percent of expenditures for instruction*	74.6%	Up from 73.1%	64.6%	69.1%
Percent of expenditures for teacher salaries*	68.3%	Down from 68.5%	63.0%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Faculty Council, School Improvement Council, PTA, and students worked together to establish a clear direction for the 2007-2008 school year. Using the Education Plan of Greenville County Schools as a framework, Oakview sets goals for improvement. Increasing the number of students scoring Proficient and Advanced on PACT Math, ELA, Science, and Social Studies and integrating interactive whiteboard technology into classroom instruction represent two significant goals for the year.

Students continued to maintain a high level of achievement as measured by test scores. Data from the South Carolina Readiness Assessment and curriculum based instruments were used to evaluate progress at K5 and 1st grade. First grade through fifth grade students were assessed using a variety of instruments, including the ITBS, CogAT, MAP, and/or PACT. PACT results show Oakview to be performing at or near the top of the state, when compared to schools like ours. In recognition of this continued high achievement, the school received its seventh Palmetto Gold Award and was recognized for the sixth consecutive year by the SC Education Oversight Committee as a Showcase School for closing the achievement gap for African American students. The school received over \$34,000 in grant and award money in recognition of innovative teaching strategies and student achievement. Partnering with PTA, the school upgraded the kindergarten playground with artificial turf. Oakview was again named a Champion of the Environment by the state and also received a Safe Schools Award for the third straight year from Upstate Safe Kids. The school continued in its efforts to integrate interactive whiteboard technology in all 70 classrooms and instructional spaces. PTA and community members logged 50,245 volunteer hours to support school programs.

In preparation for 2008-2009, Faculty Council, SIC, PTA, and students will be "Putting It All Together" (school theme)! With an established Strategic Plan, the school will continue to focus on goals for improved student performance. Together, we anticipate success as we continue fulfilling Oakview's mission!

Dr. Phillip Reavis, Principal  
Kathy Taylor, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	57	153	127
Percent satisfied with learning environment	98.2%	80.9%	89.6%
Percent satisfied with social and physical environment	96.5%	83.4%	92.9%
Percent satisfied with school-home relations	100.0%	91.5%	90.6%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Adequate Yearly Progress	YES
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This school met 23 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	614	99.8	2.9	22.6	60.5	13.9	84.2	52.4	48.2	Yes	Yes
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**Gender**

Male	321	100	3.3	27.5	59.2	10.1	81	46.1	41.7	N/A	N/A
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Female	293	99.7	2.5	17.3	62.1	18.1	87.7	59.1	55	N/A	N/A
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**Racial/Ethnic Group**

White	489	100	1.5	20.3	63.9	14.3	88.7	62.3	60	Yes	Yes
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African American	62	100	13.6	44.1	37.3	5.1	50.8	31.7	31.7	Yes	Yes
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Asian/Pacific Islander	37	97.3	0	12.5	59.4	28.1	90.6	74.9	70.4	I/S	I/S
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Hispanic	20	100	10.5	31.6	47.4	10.5	68.4	36.7	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	58.7	47	I/S	I/S
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**Disability Status**

Disabled	46	100	21.7	34.8	30.4	13	56.5	20.3	16	Yes	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	25	38.1	N/A	N/A
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**English Proficiency**

Limited English Proficient	46	100	5.9	29.4	50	14.7	73.5	36.1	36.9	I/S	Yes
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**Socio-Economic Status**

Subsided meals	49	100	20.5	47.7	29.5	2.3	43.2	34.3	34	Yes	Yes
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**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	614	99.8	4.5	23	26.8	45.8	82.7	49.5	45.8	Yes	Yes
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**Gender**

Male	321	100	4.2	21.6	27.8	46.4	83	49.9	45.6	N/A	N/A
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Female	293	99.7	4.7	24.5	25.6	45.1	82.3	49	45.9	N/A	N/A
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**Racial/Ethnic Group**

White	489	100	2.1	20.9	28.8	48.1	87.2	59.4	59	Yes	Yes
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African American	62	100	20.3	40.7	16.9	22	47.5	27.2	26.9	Yes	Yes
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Asian/Pacific Islander	37	97.3	3.1	9.4	15.6	71.9	93.8	75.3	71.3	I/S	I/S
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Hispanic	20	100	15.8	36.8	31.6	15.8	63.2	37.4	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	52.4	46.2	I/S	I/S
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**Disability Status**

Disabled	46	100	23.9	39.1	10.9	26.1	43.5	20.1	17.1	Yes	Yes
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**Migrant Status**

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	30	32.5	N/A	N/A
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**English Proficiency**

Limited English Proficient	46	100	8.8	23.5	23.5	44.1	76.5	38.4	38.7	I/S	Yes
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**Socio-Economic Status**

Subsided meals	49	100	25	38.6	20.5	15.9	45.5	32.2	31.4	Yes	Yes
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\* Adj - Adjusted to account for natural variation in performance.

## Abbreviations for Missing Data

N/A–Not Applicable

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N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	403	99.8	9.4	23.9	25.2	41.5	66.7	39.3	35.7	97.2	96.5
Gender											
Male	214	100	7.4	24.6	27.1	40.9	68	41.6	37.4	97.2	96.4
Female	189	99.5	11.8	23	23	42.1	65.2	36.9	33.8	97.3	96.6
Racial/Ethnic Group											
White	325	100	6.8	23.5	25.2	44.5	69.7	49.7	49.2	97.2	96.4
African American	35	100	39.4	27.3	15.2	18.2	33.3	18.2	17	97.1	96.4
Asian/Pacific Islander	25	96	0	14.3	33.3	52.4	85.7	60.9	58	97.7	97.7
Hispanic	15	100	14.3	28.6	42.9	14.3	57.1	23.7	24.9	96.7	96.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	34.2	37.4	99.9	95.3
Disability Status											
Disabled	32	100	34.4	18.8	25	21.9	46.9	16.3	14	96.9	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	20	21.9	N/A	96.4
English Proficiency											
Limited English Proficient	30	100	14.3	14.3	47.6	23.8	71.4	22.6	24.4	97.1	97.2
Socio-Economic Status											
Subsided meals	34	100	32.3	32.3	19.4	16.1	35.5	21.3	21.1	95.9	95.8

Social Studies

All Students	402	99.8	4.9	24.7	24.9	45.5	70.4	38.1	34	97.2	96.5
Gender											
Male	206	100	6	20.1	24.6	49.2	73.9	41	36.6	97.2	96.4
Female	196	99.5	3.8	29.6	25.3	41.4	66.7	35	31.3	97.3	96.6
Racial/Ethnic Group											
White	319	100	2.6	24.4	26.3	46.8	73.1	46.1	44.5	97.2	96.4
African American	38	100	18.9	37.8	16.2	27	43.2	20.5	19.1	97.1	96.4
Asian/Pacific Islander	25	96	0	9.1	27.3	63.6	90.9	60.2	58.9	97.7	97.7
Hispanic	15	100	21.4	28.6	21.4	28.6	50	27.7	27.5	96.7	96.9
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.3	32.7	99.9	95.3
Disability Status											
Disabled	27	100	22.2	29.6	11.1	37	48.1	17.1	14.4	96.9	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	28.6	22.6	N/A	96.4
English Proficiency											
Limited English Proficient	27	100	14.3	19	23.8	42.9	66.7	27.6	27.3	97.1	97.2
Socio-Economic Status											
Subsided meals	29	100	29.6	33.3	11.1	25.9	37	22.8	21	95.9	95.8

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	186	100	2.2	14.4	70.2	13.3	83.4
	4	191	100	3.8	26.2	60.7	9.3	69.9
	5	175	100	2.3	29.5	64.2	4	68.2
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	216	100	2	14.6	62.4	21	83.4
	4	191	99.5	1.1	20.8	63.9	14.2	78.1
	5	207	100	5.6	32.8	55.4	6.2	61.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	186	100	5.5	34.3	34.3	26	60.2
	4	191	100	7.1	17.5	27.3	48.1	75.4
	5	175	100	0.6	24.9	28.9	45.7	74.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	216	100	5.4	27.8	23.9	42.9	66.8
	4	191	99.5	2.7	20.2	25.1	51.9	77
	5	207	100	5.1	20.5	31.3	43.1	74.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	92	100	6.7	44.4	31.1	17.8	48.9
	4	191	100	12	20.8	30.1	37.2	67.2
	5	88	100	6.9	27.6	19.5	46	65.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	108	100	9.8	24.5	33.3	32.4	65.7
	4	191	99.5	6	24	24	45.9	69.9
	5	104	100	15.6	22.9	18.8	42.7	61.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	94	98.9	2.2	31.1	42.2	24.4	66.7
	4	191	100	7.1	20.8	28.4	43.7	72.1
	5	87	100	4.7	31.4	18.6	45.3	64
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	108	100	2.9	35.9	35.9	25.2	61.2
	4	191	99.5	4.9	19.1	21.3	54.6	76
	5	103	100	7.1	23.2	20.2	49.5	69.7
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A–Not Applicable

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